

3.7 Academic Program Review Pre-Elementary Education 2009-2014

Based on the thorough internal or external program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This template is provided to assist institutions in providing a brief summary, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive summaries should be possible within two pages using the provided template.

Description of the program's connection to the institutional mission and goals:

Our mission at Carl Albert State College is "To provide affordable, accessible and exceptional education that fosters student success."

CASC is dedicated to offering educational programs that make significant and positive differences in the lives and futures of all its students. CASC provides a general education curriculum for all students. The Pre-elementary education program offers students who plan to become educators a degree plan which provides all general education requirements towards a degree that will transfer to an institution offering an elementary education degree.

CASC faculty and staff will provide an exemplary learning community by creating excellent educational opportunities that are responsive to the needs of the area and enable students to achieve their aspirations and develop into successful participants in an ever-changing world.

We will provide a background of general education courses that students may transfer to bachelor degree-granting institutions;

We will give students the knowledge and skills needed to earn an associate of arts degree;

We will prepare students to meet their academic goals and personal growth potential;

We will develop and refine the knowledge and skills in students completing specific courses for purposes of special interest or job enrichment; and

We will enhance the educational and economic life of the community by offering students who are job ready and who show an appreciation of human values and ethics in a global society

3.7.5 Process (Internal/External Review):

Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

Since the last review Multi-Media has been added to all classrooms. This adds the possibility and access to various programs and current events involving education.

Students complete a capstone class/project which includes research and writing over 'Teacher Preparation', '*Teacher Licensure and Certification*', '*Why My Career Choice is Teacher Education*' and a *portfolio* of academic and professional information addressing entrance into a teacher education program.

Students also complete a capstone test similar to ACT testing which evaluates whether they are prepared to be successful in upper division courses.

The Weave Assessment program recently utilized by the institution allows for quantitative analysis in each class.

Pre-elementary education graduates will be tracked after transferring beginning in the fall of 2015.

Executive Summary

Institutional Mission: To provide affordable, accessible and exceptional education that fosters student success

Goals/Program Objectives:

- Focus on cross-curricular integration.
- Develop candidates with technological competency sufficient to enhance teacher instruction
- Prepare candidates to be effective communicators (oral and written)

Strengths of the Program:

- The pre-elementary education program supports the mission of the college and offers students in the program general education courses that transfer into parallel programs at baccalaureate-degree granting institutions
- The pre-elementary education program gives students exposure to math, physical sciences, biological sciences, social sciences, literature, and fine arts

Areas for Improvement:

- There is not an official policy for recruitment of Pre-elementary education majors

- Pre-elementary education majors are sometimes enrolled by someone other than their advisors and are not enrolled in the classes they will need to graduate with an Pre-elementary education degree

Key Findings of the Review:

While the courses offered for pre-elementary education major provide all general education requirements and prepare them to transfer to a university, there are few courses offered that meet specific requirements for elementary education majors. This is because currently community/junior colleges are not allowed to teach education courses in this state.

Recommendations for the Program:

The program should continue while it is re-evaluated by academic affairs to determine demand/need.

A. Centrality of the Program to the Institution's Mission:

The pre-elementary education program is linked to the mission of the college and prepares students to meet the challenges of the emerging global society and instills in students a desire to be their best.

Those beliefs that are linked to the pre-elementary education program include the following:

- To provide a background of general education courses that students may transfer to bachelor degree-granting institutions;
- To give students the knowledge and skills needed to earn an associate of arts degree;
- To provide students a quality education such that they excel upon transfer to baccalaureate degree-granting institutions;
- To prepare students to meet their academic goals and personal growth potential;
- To develop and refine the knowledge and skills in students completing specific courses for purposes of special interest or job enrichment;
- To emphasize academic advisement, counseling, and career guidance, with retention being a natural by-product.
- To be in the forefront in providing outstanding programs (including fine arts programs) and;

- To enhance the educational and economic life of the community by offering students who are job ready and who show an appreciation of human values and ethics in a global society.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

- Focus on cross-curricular integration.
- Develop candidates with technological competency sufficient to enhance teacher instruction
- Prepare candidates to be effective communicators (oral and written)
- Prepare candidates to be successful at a transfer college or university

B.2 Quality Indicators, including Higher Learning Commission issues:

Pre-elementary education students who wish can take an Associate Degree to the university level are consistently passing required tests to gain acceptance into education programs using the knowledge gained in class at CASC.

B.3. Productivity Indicators:

Time Frame (e.g.: 5 year span)	Headcount	Graduates
2009	214	38
2010	187	31
2011	147	25
2012	122	35
2013	99	23

B.4. Quantitative Measures:

- a. Number of courses exclusively for the major program for each of the last five years and the size of classes:

List or attach list of courses

There are no education courses offered by the institution because currently community/junior colleges are not allowed to teach education courses. Majors take general education requirements and courses in chosen with an advisor as well as elective courses to complete an associate's degree. Both Fundamentals of Music and Fundamentals of Human Geography are required for pre-elementary majors.

b. Student Credit Hours by level generated in all major courses that make up the degree program for five years:

N/A

c. Direct instructional costs for the program for the review period:

There are no direct costs for the program.

d. Number and credit hours generated in the program that support the general education component and other major programs:

N/A

e. Roster of faculty, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credentials	Institution that granted degree
None	N/A	N/A

f. If available, information about employment or advanced studies of program graduates over the past five years:

Not available at this time.

g. If available, information about the success of students who have transferred to another institution:

Not available at this time.

B.5. Duplication and Demand:

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary.

An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program. Also address any program sharing among other institutions.

B.5.a.1. Demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

The program is a general transfer degree.

B.5.a.2. Demand for students produced by the program, taking into account employer demands, demands for skills of graduate, and job placement data:

According to the U.S. Department of Education, Office of Postsecondary Education, states which currently have teacher shortages include Oklahoma, Arkansas, Kansas, and Texas. In January 2014, the Tulsa World featured an article entitled *Oklahoma teacher need reaches crisis point*.

There is a nationwide shortage of qualified teachers which suggests that there is a need for the program.

B.5.a.3. Demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

N/A

B.5.a.4. Indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

N/A

B.5.a.5. Alternative forms of Delivery. The process of program review should address meeting demands for the program through alternative forms of delivery including electronic and on-site delivery of the program or portions of the program by other institutions:

All of the courses required for the program are taught on one or both campuses and/or online.

B.6. Effective Use of Resources:

These should include financial support, (State funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.

Library:

The libraries of Carl Albert State College are committed to providing access to excellent resources and services that support the teaching, learning, and research of the students and faculty of Carl Albert State College. A variety of resources are available, and input is solicited from the faculty and student body as to their needs. Library staff provides training and assistance to students in learning to access library resources through scheduled orientations, as well as individual assistance as needed.

The libraries have a total of 33 computers available for students to search the library catalog, the electronic databases, and the Internet. An audio-visual area is available in the Joe E. White Library for students to view film/DVD.

The library collections contain over 1180 titles in print and audio-visual formats pertaining to the academic discipline of English. The libraries subscribe to more than 34 electronic databases that contain thousands of full-text articles and bibliographic citations. The electronic databases include over 150 journals with full-text articles pertaining to this academic discipline, including College English, PMLA: Publications of the Modern Language Association, Assessing Writing, Journal of Technical Writing and Communication, Reading and Writing Quarterly, Writer's Chronicle, Writer, and English Journal. The databases can be accessed in each library, through any campus-networked computer, or through any computer with an Internet connection. Other electronic resources available include: Freegal Music, Freading eBooks, Films On Demand, Quick References (Web Sites), Research Help, Joe E. White Library Tour, MAGNA COMMONS: Faculty & Staff Professional Development, and Annenberg Media (videos).

Interlibrary loan is available for faculty and students when materials are needed that are not contained in the library collection.

Computer Labs:

There are computer labs available to students in the Joe E. White Library, the Learning Resource Center, and in the Holton Business Center.

Learning Resource Center:

Our Learning resource center offers tutoring in many subjects as well as COMPASS and Placement testing.

Student Support Services:

Student Support Services is a federally funded program designed to assist eligible college students, who meet income guidelines, in completing their course of study. Services include free tutorial assistance; personal, academic, and career counseling; cultural enrichment and transfer assistance to four-year colleges. Special assistance to the disabled student is also provided. The services are free to eligible students.

Foundation:

Scholarships are available annually for many students who require financial assistance to attend college and have demonstrated above average academic ability. Funds are provided by the Oklahoma State Regents and the CASC Development Foundation, which solicits and accepts contributions from individual and organizational donors. Most scholarships are awarded on the basis of financial need; others are awarded for academic achievement or other significant contributions to the College. A Scholarship Committee is responsible for the selection of students to receive scholarships. All funds are processed through the Business Office.

Institutional Program Recommendations: (To include detailed recommendations for the program and how recommendations will be implemented.)

Strengths of the Program:

- The pre-elementary education program supports the mission of the college and offers students in the program courses that transfer into parallel programs at baccalaureate-degree granting institutions
- The pre-elementary education program gives students opportunities to write about diverse topics using various writing styles
- The pre-elementary education program gives students exposure to math, physical sciences, biological sciences, social sciences, literature, and fine arts

Areas for Improvement:

- There is not an official policy for recruitment of pre-elementary education majors
- The pre-elementary education program has only two courses that are specifically for the program: Fundamentals of Music and Fundamentals of Human Geography
- Pre-elementary education majors are sometimes enrolled by someone other than their advisors and are not enrolled in the classes they will need to graduate with an Pre-elementary education degree

Key Findings:

Recommendations	Implementation Plan	Target Date
Track students who transfer	Fall 2015	Annually
Track students who are employed in education after graduation from university Fall 2015	Follow 2015 graduation	Annually

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program (# of students)			
Maintain program at current level	Yes	Yes	Yes
Reduce program in size or scope			
Reorganize program			
Suspend program			
Delete program			